

Academic Affairs Department

ADP for Academic Year 2019-2020

January 2019

Executive Summary

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In 2017-2018, the Academic Affairs division made progress on several of its most important goals. On improving student success, it adopted success factor initiatives in letters and sciences to help students feel more connected, directed, and focused, resulting in an almost 3% improvement in course completion rates. It also supported considerable professional development on English and math acceleration in preparation for the implementation of AB705 in Fall 2019. On advancing equity measures, it eased the burden for low-income and first-generation students by providing open educational resources to over 1,300 students in 45 course sections, saving almost \$175,000. On ensuring student access, the college increased its service to incarcerated students by an astounding 300%, growing to almost 3,000 enrollments in over 100 sections, and it successfully entered the OEI Exchange as a teaching college, ready to serve students across the state completing ADT's. And on strengthening organizational effectiveness, the division took strides to communicate more and better with adjunct instructors, established an online accessibility training schedule to get 100% of online instructors trained in accessibility awareness by the end of fall 2020, and enhanced faculty professional development through a resuscitated PD committee.

Nevertheless, the division continues to see equity gaps in the access of male students primarily and in the performance of African Americans. It knows it needs to moderate and stabilize growth in the incarcerated student education. It knows it needs to revitalize workforce training. And it knows it needs to offer more opportunities for equity-related professional growth.

Given these major priorities and the current state of the division and the operational and performance gaps identified in the sections and units that make up Academic Affairs, the following broad objectives are being set for the 2019-2020 academic year:

- Stabilize the incarcerated student education program and grow enrollments at the Tehachapi campus
- Refine and create CTE programs and industry recognized certifications across the service area but particularly at ESCC
- Improve accessibility of all online courses
- Clarify program pathways
- Improve cultural responsive teaching and learning across the curriculum and across delivery modes

Review And Planning

Equity

The biggest equity gap across the college in terms of **access** is with male students, who account for 52% of the service area population but only 42% of the student population in 2018. This number was 40% in 2017, and while the 2% gain seems good, it was made largely through the incarcerated student education program, whose growth stands to mask the truth that, outside the prison, the college is serving statistically significant fewer male students than it should be. In this respect, departments like Business and Information Tech and campuses like ESCC that are intentionally striving to implement courses and programs that increase male participation are helping to mitigate this gap.

Also, to set the record straight: a number of unit and sections indicated that access for African-Americans is also an equity gap. While this may be true for individual disciplines or programs, the numbers show it is not the case for the college overall. In 2018, African-Americans accounted for 4.3% of the service area population but over 5% of the students served in 2018 (data from the 2018-2021 Strategic Plan, page 5).

In terms of **success**, however, African-Americans are without a doubt the lowest performing ethnic group at the college, succeeding at a rate over 25 percentage points lower than Asian/Filipino/Pacific Islander students, who set the bar at 79%, and 20 percentage points lower than whites, who succeed at 75% (data from the program review tables at KCCD IR). The good news is that the 2013-2018 rate of 54% (success rates in the KCCD program review data are based on a 5-year rolling average) is up 5 percentage

points in just the one year from the 2012-2017 rate. Possible reasons for this include the increased number of African-American students served in the prison (where they are more successful on average), the start of the Umoja program at the IWW campus, and the student success strategies deployed by departments in Letters and Sciences that are best practices for low-income and first-generation students, which African-American students overwhelmingly tend to be. But the same caution is needed here too: we cannot let improvements in these rates caused by the increase in the prison program, where ALL students complete at a higher rate, mask the gaps in other areas.

It is important going forward that the college continues to investigate, provide training in, and adopt best practices that lead to closing the achievement gap for historically under-represented and under-performing groups. This includes continuing to implement strategies aligned with the six success factors, adopt more OER's, improve data literacy and the use of new technology, and reduce the time to certificates and degrees. It also means intentionally adopting culturally responsive teaching and learning strategies.

Program Review

Program Reviews were completed in the following areas in 2017-2018:

- Child Development
- Kinesiology for Transfer
- Library
- Paralegal Studies
- Welding

The key strength of the Child Development program is the involvement and engagement of adjunct and full-time faculty in the development of a concise program that adheres closely to state and national guidelines and requirements. Opportunities for improvement in Child Development include adopting more OER's, generating more delivery of course content through video, and, especially in the era of the student-centered funding formula, tracking majors and completers to ensure that they are counted for CTE-unit, certificate, and degree completion. The key strength of the Kinesiology program is that it leads to a booming career field, has clear transfer requirements, and attracts a wide variety of students, including athletes. The program has over 80 students declared. Key threats are the rigor of required science classes has proved to be a barrier for completion and the continued dropping number of enrollments. Opportunities include developing new innovative classes to increase enrollments and moving completely to OER's to remove financial barriers.

The Library program review highlighted how efforts and delivery of services have evolved in the past three years to provide more services and support online as well as in the prisons. The Library has been a leader in OER efforts, and has been increasing faculty support through a burgeoning embedded librarian program. The review also emphasized the need for increased adjunct, if not full-time, librarian coverage for continued expansion online and in East Kern.

The Basic Skills program review dealt largely with changes and consequences of AB 705, which is both threat and opportunity. Placement below transfer level courses is being phased out, and this will require a significant re-invention of college-level and remedial courses. It is very likely that basic skills has it has been known—courses below college-level—will be phased out, with the college-level courses ENGL C070, MATH C053, and MATH C055 taking on all comers.

One key strength of the Paralegal Studies program is the recent hire of a full-time faculty member to provide devoted time, investment, and energy into stabilizing and building the program. A threat to the program is that, aside from the program review's assurances that it is on steady footing, the program saw a 50% drop in awards in 2018, from a high of 20 in 2017 to just 10, and has seen a continual decline in enrollments from 332 in 2014-15 to 212 in 2016-17 (and down again to 190 in 2017-18). The program identifies success rates as an issue, but its averages in the 65-70% range are not out of the normal. The larger problem is the decline in enrollments in the survey classes combined with large number of classes students have to take (given an average success rate of 67%, only 3 students will be left out of 200 after taking the 10 required program classes). Marketing is an opportunity to remedy this situation, but not in isolation; likely, program redesign will be needed at least for the online program.

The Welding program is undergoing similar challenges as Paralegal. Although full-time faculty are providing a stabilizing force and energy to the program, it has also dropped in enrollment, from 259 in 2014-15 to 215 in 2017-18. In the meantime, completions of awards and certificates have stayed steady in the past several years between 30 and 35. Areas of improvement for the program are enhanced community outreach and partnering with schools and organizations throughout the service area to spinoff welding classes if not the entire program.

Overall, the program reviews submitted in 2017-2018 were effective. Conclusions drawn were not always spot on, but on the whole the reviews were thoughtful and used data effectively.

Prior Year Initiatives

Prior year division-level initiatives have been based largely on the unit- and section-level initiatives that came up through the planning process and so were more of an annual compilation than a summary or direction-setting. That will change with this ADP, which will adopt a more narrative approach to the initiative section looking more at trends and themes and major directions than specific action items.

In 2017-18, Academic Affairs made progress on its goal of maximizing student success. It did this primarily through the adoption of strategies formed on three of the six student success factors. All full-time faculty in letters and sciences and counseling were asked to adopt strategies in the fall, all faculty (full- and part-time) in those sections in the spring. The result was improved success rates in these sections of over 3 percentage points from 70.3% in 2016-17 to 73.4% in 2017-18. By contrast, the CTE section, which did not make it a goal to adopt the success measures, saw a drop in success rates from 77.5% to 76.6%. Another strategy for student success in the Academic Affairs division includes considerable understanding about, discussion of, and training on English and math acceleration in preparation for the implementation of AB705 in Fall 2019.

Of the goal for advancing student equity measures, the college made considerable progress in adopting open educational resources. By spring 2018, in the year and a half after the college was awarded a Chancellor's Office grant, 45 course sections had adopted OERs, 1,307 students were impacted, and a collective total of \$174,826 was saved when their instructors switched to free or low-cost open source textbooks. The college applied for a second round of funding for 44 more sections. Another strategy for advancing equity measures includes implementing the Umoja program, and while much of this was driven through student services, it meant the sending of several faculty to training on best practices for culturally responsive teaching and learning.

Of the goal for ensuring student access, the major development was the continued astounding growth in incarcerated student education. In 2017-18, the college served 2,891 incarcerated student enrollments in 108 sections averaging almost 27 students per section for a total of 319 FTES. That's an increase of almost 2,000 enrollments and over 200 FTES from the previous year. In the meantime, the Tehachapi Ed Center grew from 313 enrollments in 23 sections amounting to 45.3 FTES in 2016-17 to 463 enrollments in 40 sections amounting to 67 FTES in 2017-18, which is a not-too-shabby 47% increase. All of that would not have been possible without a concerted effort to build capacity at East Kern by finding instructors, onboarding them, and evaluating them. In addition, in 2017-18 the college positioned itself to successfully enter the OEI Exchange, providing access to students across the state who need classes to complete ADT degrees. As a follow-up to that the college now has its first set of courses approved into the Exchange and is ready to begin serving students in spring 2019.

Of the goal for enhancing community connections, Academic Affairs did not complete the major stated goals of increasing CTE programs by one new degree or certificate; however, the Allied Health department is currently wrapping up a new coding certificate that will serve an important need in our healthcare-dominated service area, and overall the CTE division increased its annual FTES production from 1,003 in 2016-17 to 1,085 in 2017-18.

Of the goal for strengthening organizational effectiveness, progress was made on two important fronts: the dean of letters and sciences began a push to communicate more and better with adjunct instructors as a way to make them feel more connected, and engaged and the director of distance education worked extensively with the ped and tech committee to establish an online accessibility training plan with the goal of getting 100% of online instructors trained in accessibility awareness by the end of fall 2020. In addition, the professional development committee has been resuscitated under new leadership, the first workable resource request analysis in several years drafted, and guiding themes established for 2018-19. With the academic senate creating a PD subcommittee also during the year, the plan is to hand over flex day planning to the faculty in order to strengthen the connection between PD and the various initiatives of the college.

Next Year Initiatives

To a great extent, the division's major priorities and direction have already been established. The most recent educational master plan identified three major approaches in the near term: build capacity in Tehachapi and Greater East Kern, promote future enrollment growth from within, and expand equitable services and maximize unique opportunities at all campuses. The 2018 Institutional Self Evaluation Report developed through the accreditation process added the quality-focus action items of improving the onboarding of students and improving completion of students' ed goals. And of course the Chancellor's Office has contributed a new funding formula, AB705, guided pathways, and expectations of alignment with its Vision for Success goals.

Given these major priorities and the current state of the division and the operational and performance gaps identified in the sections and units that make up Academic Affairs, the following broad objectives are being set for the 2019-2020 academic year:

- Stabilize the incarcerated student education program and grow enrollments at the Tehachapi campus – this will be done by leveraging the work of the new ISEP committee to create sustainability in the prison program and by focusing on the right

classes and programs to offer at the Tehachapi campus to serve both day- and evening students. Aligns with VFS goals 1, 2, 3, and 4.

- Refine and create CTE programs and industry recognized certifications across the service area but particularly at ESCC – this will be done by evaluating the need for current and potential programs, concentrating on the programs that offer 9 and 16 unit certificates that lead to living wage employment. Aligns with VFS goals 1 and 4.
- Improve accessibility of all online courses – this will be done by creating a best practice check-list, following the Academic Senate-approved accessibility training schedule, and providing resources and tools. 100% of faculty teaching online classes will be trained by Spring 2020. Directly a compliance issue but indirectly related to all VFS goals.
- Clarify program pathways – this will be done by systematically vetting all program pathways at all campus locations, developing an accurate long-term schedule, and simplifying and strengthening the presentation of program information on the college website and in counselor handouts. Improve cultural responsive teaching and learning across the curriculum and across delivery modes – this will be done by providing numerous professional development opportunities for faculty on the topic of culturally responsive teaching and learning. Aligns with VFS goal 5.

Resource Needs

Facilities

Given the uncertainty surrounding the new funding formula and the fact that it will be February before we will get any clarity about how the funding formula affects KCCD's allocation and even farther out before the internal budget allocation model is finalized, the academic affairs division is taking a highly conservative stance to 2019-2020 budget development. In general, only those expenditures are being approved outright that provide for safety or allow us to support growth in the East Kern area. With a few rare exceptions, all other requests are not supported until there is greater clarity on the allocation situation. Some of the items below might be paid for out of other funds.

Supported

- Bishop: "No Parking – Fire Lane" signs
- East Kern: Full-time faculty office needs at Tehachapi: chairs, desks, cubicle space
- East Kern: 6 additional waiting room chairs
- East Kern: Student lounge seating, bulletin boards
- East Kern: Student services rolling carts, signs, id printing machine
- East Kern: General equipment: ladder, hand truck, trash bins, portable AC/heat, cubicle storage
- East Kern and KRV: paper allotment
- East Kern and KRV: increased postage East Kern and KRV: increased instructional supplies
- East Kern and KRV: increased non-instructional budget
- East Kern and KRV: copier maintenance
- IWV: repair broken windows in art instructional spaces
- IWV: replace HVAC system in art building
- IWV: repair disability access exterior doors in art building
- IWV: Allied Health lockable storage bins, shelves, and containers
- IWV: make all areas of gym complex ADA accessible
- Tehachapi Ed Center: 3 proctoring stations installed
- Tehachapi Ed Center: a work space for the librarian that may be shared with other part-time employees

Not supported pending clarification on funding formula. But supported if funding allows

- Bishop: Art room storage shelving and 3 basin utility sinks for art room
- IWV: installation of lockers in the LAC per PearsonVue agreement
- IWV: signage on the 2nd floor to support LAC
- Tehachapi: portable whiteboards for Tehachapi Ed Center and prisons

Supported only on alternative funding, not supported otherwise

- Bishop and Mammoth: All other requests detailed in the section plan
- IWV: creation of three cubicle spaces in LAC for tutoring IWV: Oxyacetylene laboratory remodel
- IWV: repair/refurbish college track
- IWV: tennis court resurfacing
- IWV: make all areas of gym complex ADA accessible
- KRV: classroom and office furniture

Not supported

- IWV: create outdoor fitness center/yard (not supported at dean level)
- IWV: complete installations of equipment in the sculpture lab (not supported at dean level)
- IWV: Book drop (very pricey: would like to see usage statistics supporting this request)
- IWV : Privacy window shades for librarian office (shades already exist) T
- ehachapi: Library tables for the LAC in the Ed Center (current tables are serviceable)

Information Technology

Given the uncertainty surrounding the new funding formula and the fact that it will be February before we will get any clarity about how the funding formula affects KCCD's allocation and even farther out before the internal budget allocation model is finalized, the academic affairs division is taking a highly conservative stance to 2019-2020 budget development. In general, only those expenditures are being approved outright that provide for safety or allow us to support growth in the East Kern area. With a few rare exceptions, all other requests are not supported until there is greater clarity on the allocation situation. Some of the items below might be paid for out of other funds.

Supported

- KRV: desktop and monitor for administrative office
- IWV: laptop replacements in the library as part of the regular replacement cycle only; otherwise, not supported pending clarification on the SCFF
- Tehachapi: 2 webcams with microphones
- Tehachapi: desktop and monitor for administrative office (note: request was 2 desktops at Tehachapi)
- Tehachapi: 3 desktops and monitors for proctoring
- Tehachapi: computer lab
- Tehachapi: 6 laptops for prison faculty
- Tehachapi: 5 wall-mounted projectors

Not supported pending clarification on funding formula. But supported if funding allows

- Across campuses: ensuring capacity for certification testing in order to document CTE performance on SCFF metrics
- Across campuses: 10 headsets for online proctoring [LAC]
- Across campuses: 2 online tutoring stations [LAC]
- Across campuses: 8 noise cancelling headphones [LAC]
- Bishop: 4 shelving units for Bishop IT Office
- Bishop: short throw projector/screen for BESCC 126
- Bishop and Mammoth: 2 color printers
- IWV: video monitoring and broadcasting equipment for simulation scenarios
- IWV: replacement of wall-mounted monitor in 2-D lab with short-throw projector
- IWV: upgrade computer in 2-D lab to handle art software programs

Supported only on alternative funding, not supported otherwise

- Bishop: convert BESCC 162 to a smart classroom

Not supported

- Across campuses: 8 TI84x calculators for tutoring statistics [LAC]
- KRV: 2 iPads or laptops for student use in the LAC
- KRV: 2 laptops for student use to access library services
- IWV: video projection equipment with wireless connection in WW 147, 192, and 198 (program needs to grow to warrant these expenditures)
- IWV: in agreement with the dean's recommendations

Marketing

Supported

- East Kern: all East Kern requests supported outright, including Outreach requests

- ESCC: billboard
- ESCC: post card mailings
- ESCC: same level of funding for radio and print advertising
- LAS: exposure for transfer programs online and onsite: brochures, mailings of brief schedules, inclusion in social media campaigns

Not supported pending clarification on funding formula. But supported if funding allows

- KRV: Lake Isabella sign
- KRV: outreach items #1 and #5, but only 1 (not 2) of items #2, #3, #4.

Supported on alternative funding

- CTE: Banners, brochures, and other peripherals that promote CTE programs

Professional Development

As stated above, it is important going forward that the college continues to investigate, provide training in, and adopt best practices that lead to closing the achievement gap for historically under-represented and under-performing groups. This includes continuing to implement strategies aligned with the six success factors, adopt more OER's, improve data literacy and the use of new technology, and reduce the time to certificates and degrees. It also means intentionally adopting culturally responsive teaching and learning strategies.

Supported

- DE: train-the-trainer accessibility trainings and professional development activities support the DE Accessibility Plan targets of 100% accessible courses within two years. This is an all-hands-on-deck effort much like when we moved to Moodle 2.x and when we adopted Canvas.
- DE: annual faculty online training
- LAS: support for successful implementation of concurrent support models in English and Math
- LAS: support for Kinesiology faculty to get certifications in areas that can drive new fitness, team, and individual skill courses for the ADT degree.

Not supported pending clarification on funding formula. But supported if funding allows

- DE: attendance at a selected distance education conference
- East Kern and KRV: purchase of 12 copies of StrengthsFinder 2.0.
- ESCC: attendance at 2020 American Association of Hispanics in Higher Education conference. This is supported if funding is available, but the VP would like to see this effort be 1 or both faculty members.

Supported on alternative funding

- CTE: professional development that promises to move the needle on CTE or college initiatives; otherwise, not supported, not even on alternative funding. East Kern and KRV: management/faculty leadership development.

Research and Data

This year only the letters and sciences section indicated research and data needs for the upcoming year: better access and training on Cognos for the dean and improved responsiveness to data needed to support program reviews and other sectional efforts to improve student success. Both of which are supported, though the IR office needs to be "whole" for the second of these requests to be effectively addressed.

Clearly, better training is needed for my deans and directors on how to use this new component of the section plans going forward.
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Staffing Requests Not Already Listed In Prior Plans

1000 Category - Certificated Positions

Division Summary

Location:

CC Online, EKC Tehachapi, Ridgecrest/IWV

Justification:

Supported

- IWV: Childhood Development
- IWV: Art
- Tehachapi: Art
- Tehachapi: English (not in the English AUP)
- Tehachapi: Philosophy
- Tehachapi: Physical Science at (not in the Sciences AUP)

Not Supported

- Librarian (given that librarian support is best available on the spot and that the library now has adjunct instructors at every location in the assignable pool, it is reasonable for the library to make use of these adjunct instructors before another full-time position located at one campus will be considered)
- Kinesiology at ESCC (the long-term sustainability of this program is in doubt, so now is not the time to hire)

2000 Category - Classified Staff

Division Summary

Location:

EKC Edwards/Cal City, EKC Tehachapi, ESCC Bishop, ESCC Mammoth Lakes, Kern River Valley, Ridgecrest/IWV

Salary Grade:

Number of Months:

Number of Hours per Week:

Salary Amount:

Justification:

Supported

- IWV: Lab Technician increase in overall flexible hours from 1,300 to 1,400.

Not Supported

- East Kern: LAC Technician (summer offerings at EK/KRV are not at a significant enough level to warrant the increase to 12 months)East Kern: Department Assistant II (No)
- East Kern: Research Analyst (the IR office at Ridgecrest needs to be hired in first and then an assessment can be conducted where remaining work is, if any)
- East Kern: Campus Manager (this request to increase to 12 months has been repeatedly denied, and with the recent hire of a 12-month dual enrollment/prison program manager, there is less reason than ever to approve it)
- KRV: Department Assistant III (this increase needs to be part of a broader discussion about where work in the prisons is taking place and a plan developed for addressing that work)

- IWV: Industrial Arts Instructional Aide (program needs to grow and be back on the upswing before additional hours can be considered)
- IWV: Library I (open to the conversation, but not supported at this time until we see where we are with the SCFF)
- Tehachapi: LRC Technician (I don't believe a position such as that described in the LAS ASP actually exists—that is, a combination of tutoring and library support. Currently, there are either LAC Technicians or there are Library Technicians. Perhaps a department assistant or other similar generic position could be looked at in future annual planning)

Other

- ESCC Bishop and Mammoth: Groundskeeper addressed in the Administrative Services Division Plan